UNIVERSITY OF COURAGE

Carlson, Harriet

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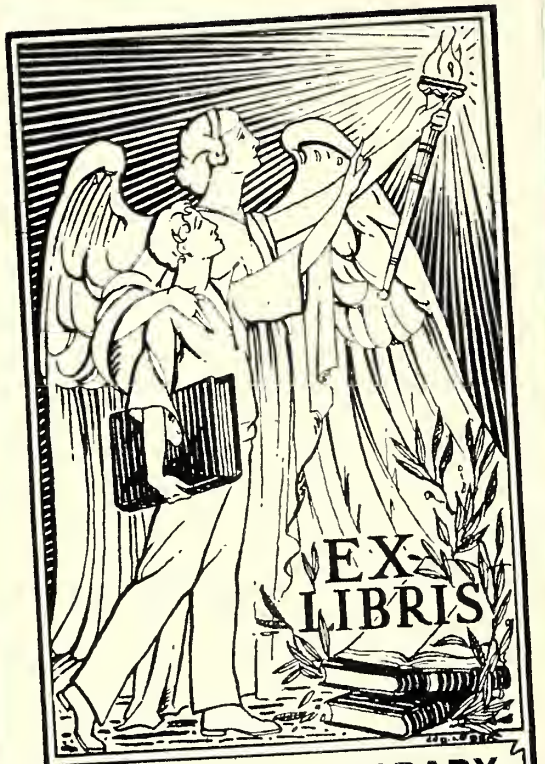

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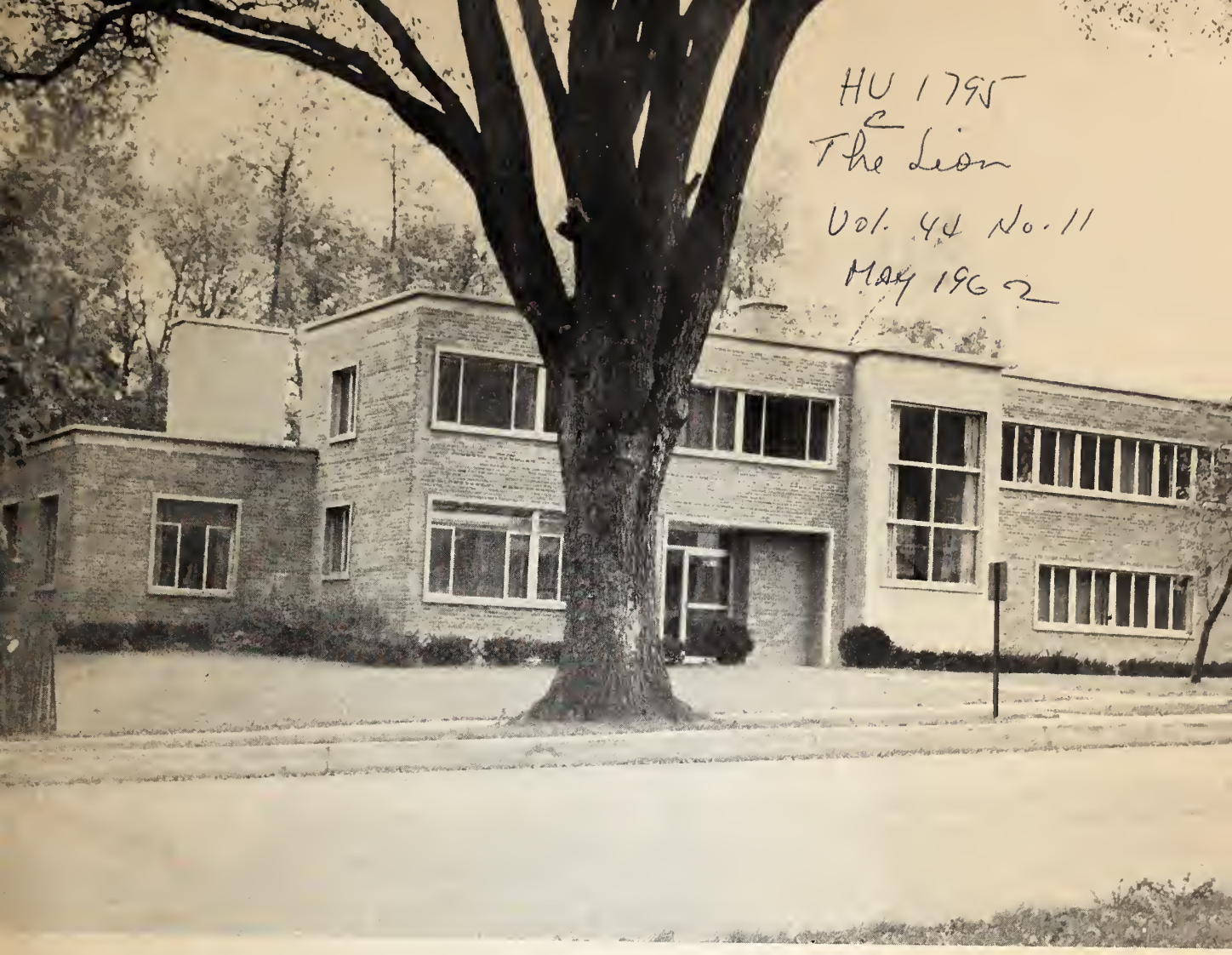

HV 1795
The Lion
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by HARRIET CARLSON

UNIVERSITY OF COURAGE

For blind persons everywhere, this unique institution is a fount of knowledge, a spur to ambition

SHATTERED BY SUDDEN blindness, a 45-year-old Kansas man applied for enrollment to the Hadley School for the Blind. The application asked, "What school do you attend?" Discouraged and despondent, he replied, "I am attending the University of *Adversity*."

Immediately the Hadley School wrote back, "We are arranging to transfer your credits from the University of *Adversity* to the University of *Courage*."

During its 40-year history, courage has never been lacking at the Hadley School. It has persevered in teaching the blind by mail from the time it operated from its founder's home and was regarded by many as an overly idealistic plan, to the days in 1944 when there was barely enough cash in the bank to cover the payroll.

Now the Hadley School in Winnetka, Illinois teaches over 87 courses, including more than 15 college courses, to 1,920 students. It is the first and only home-study school exclusively for blind students. Its bulging mailbags send lessons and Braille textbooks to 43 countries and all 50 states. There are no charges. The school is tuition-free, supported by private subscription.

ANNIVERSARIES

SUN	MON	TUE	WED	THU	FRI	SAT
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L	L	L	L	L	L	L
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40 YEARS Whittier, Cal.; Hartford, Conn.; Savannah and Waycross, Ga., Carterville, Ill., Dubuque, Iowa; Frederick, Md.; Springfield, Mass.; Carrollton, Mo.; Wahoo, Neb.; Ridgewood, N. J.; Yonkers, N. Y.; Raleigh and Wilmington, N. C.; Blackwell and Wilburton, Okla.; Ottawa, Ontario; Salem, Ore.; Erie, Pa.; Spartanburg, S. C.; Shelbyville, Tenn.; Cooper, Texas; Danville, Va.; Janesville and Madison, Wis.; Riverton, Wyo.

35 YEARS Alhambra and El Monte, Cal.; Colby and Oakley, Kan.; Batesburg-Leesville L. C., S. C.; Garland and Monroe, Utah.

30 YEARS Washington (Anacostia), D. C.; Wakeeney, Kan.; Aberdeen, Md.; Concord, N. C.; Garfield Heights, Ohio; Rush Springs, Okla.; Pennington Gap, Va.

25 YEARS Andalusia, Ala.; Montrose, Colo.; Munising, Mich.; Fallon, Nev., East Syracuse, N. Y.; Pottstown and Tamaqua, Pa.; Orange, Texas; Seattle (Roosevelt), Wash.

Injured Football Player Gets Financial Help

Members of the Parkville, Md. club were quite active in selling tickets to a benefit football game played in Baltimore Memorial Stadium. The game was part of a money-raising plan for Fred Sturm, a Loyola high school football player who, in a practice game was injured to the extent that he is completely paralyzed. All money obtained was used to send him to New York City for medical aid.

Club Heads Up Project to Obtain Fire Truck

Meeting a paramount need of the community, the Plain, Miss. club sponsored a drive for a fire truck. The equipment was purchased with money from voluntary contributions of area donors, making two fire trucks that the club has obtained from Civil Defense. Immediately the club's efforts were directed to obtaining a location and building for a fire station.

INT. VICE-PRES. Curtis D. Lovill and Mrs. Lovill of Gardiner, Maine, recently visited the new U. S. Air Force Academy near Colorado Springs, Colo., and inspected the modern facilities of the national school for Air Force officers. In the photo above First Vice-President Lovill, right, and Mrs. Lovill are briefed on the Academy program by Brig. Gen. William T. Seawell, Commandant of Cadets.

THESE GENTLEMEN, saying "cheese" for the photographer, helped the Sheboygan, Wisconsin, Lions club celebrate its 40th anniversary. Seated, from left, are Oscar Arnold, deputy District Governor; Club Pres. Arthur K. Zittel; Ernst H. Wolf, 40-year member; Alfred C. Gottsacker, only remaining charter member, and Past Int. Pres. Clarence L. Sturm, the anniversary speaker. Standing, from left, are Past Sec. A. L. Thuemler, Int. Couns. Edgar Mueller, Dep. Dist. Gov. LeRoy Strye, Dist. Gov. Ellsworth Hart, Zone Chr. Henry Brumschmid, Pres. Willard Kohlhagen of Sheboygan Falls, Program Chr. Mel Hoffman, Int. Couns. August Fanslau, Fin. Sec. LeRoy C. Bishop, and Past Pres. Steen W. Heimke, program co-chairman.

Piano tuners study arithmetic in order to keep their records, newsstand owners study salesmanship, typists study spelling. Many are completing educations that terminated when blindness struck. Others are supplementing other forms of schooling. A young minister at the Harvard Divinity School studied Greek and German through Hadley while attending his other classes.

A widow in Tennessee who lost her vision at 13 and did not go beyond the sixth grade, studies to prepare herself for employment, possibly as a stenographer, when her children are older. She is also able to help her two youngsters with their homework just as sighted mothers do. "If my studies with Hadley do no more than that," she says, "they are surely worth my best efforts."

When the school was founded in 1922 there were few opportunities for a blind person to learn even Braille as its founder, William A. Hadley, discovered.

Until his Christmas vacation of 1915, Mr. Hadley was a Chicago high school teacher. Suffering what seemed to be a bad case of grippe or influenza, he was advised to stay in bed. Two days later Will Hadley permanently lost his sight from a detachment of one retina. The sight in his other eye had been lost when very young. The horror of sudden blindness was numbing. With his wife's help he typed manuscripts and tutored high school students. At 55 his career seemed ended.

Struggling to make an adjustment to his situation, he decided to study Braille. The new activity gave him confidence, although very few things were being published in Braille at that time.

Sitting on the front porch of his Winnetka home in 1919, he discussed the problem with a visiting Episcopal clergyman. The clergyman, aware of Hadley's brilliant career as an educator, suggested he ought to become a teacher of the blind. They talked further and the idea was born: Why not use the postal service to educate blind people?

The thought electrified Hadley. One of the most difficult problems a blind person faces is getting from place to place. This would be solved if the lessons were brought by mail. The whole idea, his wife relates, transformed Hadley from an old man into a youthful pioneer.

He labored long hours developing instructions for a course in "How to Read Braille." His first student, a Kansas farmwife, began her course in November. By June she had mastered Braille and was asking for more. Hadley then worked out courses in English composition, Bible studies and business. By the middle of 1922 there were 204 students.

Until his death at the age of 81 in 1941, Mr. Hadley followed this philosophy in developing the school:

> "When your life's ambition has failed you—pick up a new thread of endeavor . . . make your renewal of effort count for other people and eliminate yourself entirely from gain."

Now, students study fully accredited high school correspondence courses, college curricula, vocational and commercial subjects. Courses range from commercial law, American history, algebra, to basic electronics, poultry raising—a practical occupation for the blind—home economics, and music appreciation. Typing is one of the most popular commercial courses with usually 90 to 100 persons enrolled.

Learning Braille often indicates that the first major

(Continued on next page)

RECORDING STUDIO produces talking books in both plastic record and taped forms for Hadley courses. Time-consuming reading—some courses take up to 31 reels—is done by volunteers, many of them radio and TV professionals.

BRAILLE LIBRARY of 25,000 books is said to be world's largest. A hundred Brailled and recorded texts are mailed out weekly.

(continued from preceding page)
adjustment to blindness has been made, thus teaching Braille remains an important part of Hadley's work. As one student said, "Through Braille the gift of reading has been given back to me."

Braille consists of a basic Braille cell formed by two vertical rows of three raised dots. From these six dots used in all possible combinations the alphabet and punctuation marks are formed. After learning these—plus 185 contractions and special abbreviations—a person can read anything in Braille. Running his fingers over the dots, a fluent Braille reader can read about as rapidly as a person reading aloud.

Mastering Braille is often a struggle. A student in Gulfport, Mississippi reported:

". . . I feel ahead in the book and have the thought, 'I will never make it.' And then I remember a shorthand teacher I once had who used to say, 'If you master each page as you go along, when you get to the back it won't be any harder than the first page is now.' So I take heart and try again."

In the air-conditioned, three-level school library there are 25,000 Brailled textbooks, believed to be the largest collection in the world. The cost of Braille books works a hardship on the school. Twenty-five copies of a new standard textbook often cost $2,000 or more. Much usage wears down the raised dots and eventually the book must be replaced. The paper is heavy and costly, but also porous and absorbs moisture. Textbooks that come back from the tropics frequently are so mouldy there is no further use for them.

Students find in the Hadley School exceptional understanding. Of its staff of 50 full and part-time members, eleven are blind—two of these are deaf *and* blind. A personal message accompanies each corrected lesson. Teaching has always been much like individual tutoring.

Incentive has a great affect on a student's work. Nine years ago a Utah housewife started the course in Braille reading, but drifted away from it. Then, becoming interested in "ham radio," a popular hobby with the blind, and wishing to read more about it, she resumed her studies. Through diligent practice and patience she completed her Braille reading course with only one error—an exceptional record.

The task of handling over 15,000 lessons and sending out more than 6,500 Braille books per year is a large and sometimes complicated one. Often lessons received in Braille must be typewritten for a sighted teacher, whose comments and corrections are then transcribed back into Braille before being returned to the student. It's not uncommon for a four page lesson sent in Braille to receive a six page answer of comments and explanations.

Electronic devices are gradually changing the methods of teaching. Many communications to students are now recorded. A student in Upington, South Africa, upon receiving his first plastic disc carrying corrections from his Latin instructor, Heinze Adams, wrote:

"It was very exciting to hear your voice calling my name . . . now that I have heard your voice, I wish I could someday take your hand . . ."

Volunteers are a big help to Hadley, not only those who have spent a year mastering Braille in order to Braille special articles, pamphlets and other materials, but those who record textbooks. Taping textbooks is a long, tedious job requiring careful editing and checking. College Psychology II on tape runs 31 reels.

Support for the school comes from local Community Funds, church groups, women's clubs, businessmen's groups, corporations, trusts and many individual contributors. The last would please Mr. Hadley, who once said, "I would rather receive 1,000 small subscriptions than a score of large ones, for then more people will know of our school.

The summer months when expenses run ahead of income is a worrisome time, but during the last month of the year the bulk of donations come in. The school's budget for 1962 is expected to exceed $200,000.

The Lions club of Winnetka has been a special friend since 1929 when Elmer T. Selby was looking for a worthwhile project for the newly organized group. Upon passing the school he saw Mr. Hadley at work at his desk and was inspired to go in and offer the Winnetka Lions club's support. Mr. Hadley told him, "Your coming here today is an answer to a prayer."

The Lions club campaign is now statewide with Illinois Lions clubs contributing $35,000 to $40,000 a year—Hadley's greatest single source of income.

When you ask Director Donald W. Hathaway, who has been associated with the school for 35 years, what has been his greatest satisfaction, he quickly replies, "The results in people."

When you teach or help one blind person you are frequently helping many. Typical of the Hadley students who have gone to great lengths to help others is Bryon Eguiguren from Guayaquil, Ecuador. Accidentally blinded when an infant, he learned English from his mother who taught herself to pronounce it although she could not understand it. Later he taught himself Braille. At the age of 16 he learned of the Hadley School from American friends and enrolled for arithmetic, English and accident prevention. In less than 10 years he had completed 20 courses doing outstanding work in all. In 1950 he founded a school for blind children in his native Guayaquil.

Bryon Eguiguren has said, "As circumstances for the blind in my country are so hard, something has to be done to help them, and I see that it is my duty to dedicate my modest efforts to them."

In every part of the world there is much to be done for blind people. On every hand the Hadley staff sees things it wants to accomplish. It wants to reach more students. It hopes with the aid of an increased budget to revise and bring up to date at least seven to ten courses a year. It yearns to make new courses available, particularly vocational courses that will help blind people become more self-reliant. It wants to put more courses in recorded form for students who do not know Braille. There is much to be done, but facilities have never been better.

In 1958 the Hadley School moved into its own trim $225,000 brick building after years in "two and a quarter rooms." Not until the new structure was almost completed did anyone notice that the two-story window in the center of the building beautifully forms a basic Braille cell—perfect symbol for this "University of Courage."

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